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ABSTRACT

This education management profile of Uzbekistan contains the following: basic information about the country, key educational indicators, brief comments about the country and its history, a description of the education system, the management of education, access to education and school enrollment, problems and challenges, educational reform in Uzbekistan, directions toward reform, and key educational statistics and basic data.
(DFR)

EDUCATION MANAGEMENT PROFILE



Uzbekistan

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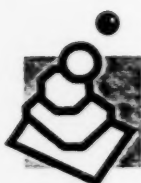
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BANGKOK, 1998



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REPUBLIC OF UZBEKISTAN

Basic Information

Name of the country :	Republic of Uzbekistan
Total area :	447,400 sq.km.
Population:	23.8 million (mid-1997 EIU est.)
GNP per capita:	\$599 (1996)
Capital:	Tashkent
Main religions:	Muslim:88%, (mostly Sunni); Eastern Orthodox: 9%; others: 3%
Main languages:	Uzbek (74.3%), Russian (14.2%)
Independence:	31 August 1991 (from Soviet Union)
Currency:	Som(as of March 1998, Som 82.86 = US\$1)
Population growth:	1.87% (1996 est.)
Life expectancy:	64.6years; male: 60.6; female: 69.1 (1997)
Infant mortality rate (per 1000):	79 (1997)

Key Educational Indicators

Years of compulsory education:	9 years (now in the process to increase to 12 years)
Primary school enrollment:	male: 80%; female: 79%
Secondary school enrollment:	male: 96%; female: 92%
Tertiary education enrollment:	31.7%
Adult literacy rate:	97.2% (male: 98%, female : 96%)
Overall illiteracy rate :	2.8%
Expenditure on education:	
as of GNP:	9.5%;
as of Govt. expenditure:	24.4%

The Country in Brief

The Republic of Uzbekistan, formerly the Uzbek Soviet Socialist Republic – a constituent Union Republic of the USSR - is located in the heart of Central Asia. Uzbekistan is bounded by Kazakhstan on the north, Kyrgyzstan and Tajikistan on the east, Afghanistan on the south, and Turkmenistan on the west. The country became independent from the USSR on 31 August 1991. With a population of 23.8 million, Uzbekistan has the largest population in Central Asia.

The area of the modern Republic of Uzbekistan used to be the centre of civilizations and cultures. In the seventh century, the Arabs conquered the region which was occupied by the Persians and Turks, and brought Islam and the Arabic script with them to the region. In 1219, the Mongols expanded their power and took control over

Central Asia. The term "Uzbek" was used after the name of the former ruler of the region. As the Uzbeks took control of Transoxania, their previously nomadic lifestyle gradually gave way to a sedentary existence. While retaining their tribal identification, the sedentary Uzbeks simultaneously merged themselves with the previous inhabitants, including the Turks and the Persian speakers or the Tajiks. The Uzbeks associated with other settled peoples under the general term of "Sart."

In the seventeenth century, the previously united Uzbek khanate (state) began to fragment and was replaced by smaller highly autonomous khanates. Over the latter half of the nineteenth century, Russia expanded its empire and the Uzbek khanates came under its control. In 1924, the Uzbek Soviet Socialist Republic (SSR) was set up on the ruins of the khanates. A separate Turkmen SSR was also created at the same time. The boundaries of the Uzbek SSR initially included all of what is now Tajikistan in the form of the Tajik Autonomous Republic. In 1929, this republic was split off and became the Tajik SSR and incorporated the Uzbek SSR within its territory.

The Russian control over the region resulted in a rapid growth of industrial infrastructure, and an expansion of major urban centres. Russia introduced cotton growing to the region, making Uzbekistan one of the world's largest cotton producer. Nonetheless, cotton production had horrendous effects on the environment in subsequent years. The Aral Sea, fed by rivers extensively tapped for irrigation, shrank by more than 40 per cent. After World War II, the Soviet authorities gradually transferred power to the Uzbeks. In 1989, legislation was adopted which made Uzbek the official state language, replacing Russian.

In April 1990, following an all-Union referendum on the issue of the future status of the USSR, the majority in Uzbekistan had favored a "renewed federation." Uzbekistan and eight other Union Republics agreed to sign a new Union Treaty. After the failure of the coup attempt by conservatives in Moscow, on August 31, 1991 an extraordinary session of the Supreme Soviet voted to declare the Uzbek SSR independent. On the following day, the country was renamed "the Republic of Uzbekistan." Islam Karimov, formerly the Secretary of the Communist Party of Uzbekistan, won the presidential election and became the first president of the country. In a referendum held in March 1995, with a 99.3% turnout, 99.6% voted to keep President Karimov in office until 2000, thereby voiding the presidential elections scheduled for 1997.

The majority of the population of the Republic of Uzbekistan are Uzbeks, comprising 71.4% of the total. Russians comprise 8.3% (the number has been decreasing), 4.7% are Tadzhiks, 4.1% are Kazaks, 2.4% are Tatars, and 6.1% are Karakalpakstan. Up to 88% are Sunni Muslims, with 9% Eastern Orthodox. About 60% of the population live in rural areas. The Republic of Uzbekistan may be considered a country of the young since about half of the total population are under 19 years of age.

Uzbekistan is the world's third largest cotton exporter. About 22.5% of the 1996 GDP was from the agricultural sector, and 38.3% was from services. Since the breakup of the USSR, there has been a significant increase in oil and gas production. By 1997, Uzbekistan was producing 160,000 barrels of oil per day, making it self-sufficient, and it expects to export 40,000 barrels a day by 2000. Manufacturing output is another area that soared sharply. In the first half of 1997, metals production, wood processing, and chemicals and petrochemicals increased more than double. The Uzbek-South Korean car plant was expected to produce 30,000 cars in 1997. The country also has considerable precious metal reserves, particularly gold, which is the country's second largest export earner and accounts for 15% of the export earnings. Previously, the country produced about 80 tons of gold each year. However, the amount has declined steadily and in 1996 gold production fell to 60 tons.

The Education System

After obtaining sovereignty, the Republic of Uzbekistan had chosen to gradually transform itself to a market economy. As the education system was set up in the Soviet era, it was unable to support the new economic system of the country and to cope with rapid population growth. The education system needed to adapt to the country's needs. Soon after independence, the Education Act was promulgated in July 1992. This Act led to the development of new curricula, textbooks, types of education establishments and procedures for certification and accreditation. Greater emphasis was also put on Uzbek history and literature, and the study of the Arabic script. The Education Act laid down the following principles: the right to individual leave for training purposes; the right to education and protection of the child; financial autonomy for institutions including the authority to conclude contracts with companies; and the right to set up private schools. The Act also stressed vocational and technical education to provide occupational knowledge and vocational skills for youths and workers free of charge. Instruction at the special secondary education and vocational/technical colleges is also free of charge.

The school system in Uzbekistan is classified into levels as preschool education, intermediate or general secondary education (which comprises primary and secondary education), specialized secondary education, and higher professional education. The preschool level provides children under 7 years old with preparatory education. The intermediate education comprises 4 years in primary level and 5 years in secondary level. There are 9 years of compulsory education. Students who complete grade 9 or grade 11 may continue their studies in the vocational and technical schools or special secondary schools. The vocational and technical schools offer training courses for students who have completed grade-9 and grade-11 ranging from 6 months to 3 or 4 years, depending on the occupational areas and the number of occupations students wish to undertake. If they select two occupations, the duration can be longer. The special secondary schools and colleges offer advanced technical courses for those who want to be skilled technicians. These institutions admit students who have completed grade-9 to study for 3 - 3½ years and students who have completed grade-11 to study for 2 - 2½

years. Students who complete special secondary schools or technical colleges may further their studies at higher education institutes and universities.

Currently, the Uzbekistan education system is in the process of changing to a new education system. Based on the existing system, there are 9 years of compulsory education and additional 2 years of complete secondary education. Then students may further their education at the university level. According to the new National Programme for Personnel Training (NPPT), the education system will shift from 11 to 12 years education during 1998-2005. There will be 12 years of compulsory education. In 1998, the government will establish 32 professional colleges and 12 academic lyceums (three years education). Students who complete grade nine will have to pass a test to enter the new three-year education institutions. If they cannot pass the test, they can still continue their education in the existing 11-year system.

The Age-Grade Structure of the Education System 1997

(as provided under the National Programme for Personnel Training)

Age	Grade	Level of Education		
30	24	Post Graduate Study (Doctoral Candidate)	Higher Professional Education (Master's Degree, Certified Specialist)	Specialized Secondary Education (Diploma of SSE)
29	23			
28	22			
27	21			
26	20			
25	19			
24	18	Higher Professional Education (Baccalaureate Degree)	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
23	17			
22	16			
21	15			
20	14	Specialized Secondary Education (Certificate or Complete Secondary Education)	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
19	13			
18	12			
17	11	Secondary Education	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
16	10			
15	9			
14	8	Intermediate Education	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
13	7			
12	6			
11	5	Primary education	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
10	4			
9	3			
8	2	Preschool and Upbringing (family-based centres, kindergartens)	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
6/7	1			
6		Preschool and Upbringing (family-based centres, kindergartens)	Specialized Secondary Education (Diploma of SSE)	Specialized Secondary Education (Diploma of SSE)
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Management of Education

In August 1997, the Republic of Uzbekistan introduced the National Programme for Personnel Training as a framework for education reform. Under the new NPPT, by the year 2001 the education system will shift from 11 years of primary and secondary education to 12 years of education. At present, the formal education system has a 4-5-2 pattern, broken down into four years of primary, five years of secondary and two years of upper secondary or vocational education. This level is followed by four years at the baccalaureate level, two years at the magistracy (master's) level, and another six years for a full doctoral degree.

According to the new system of education, the state has to provide 12-year compulsory education, based on a 4-5-3 system. The last three years of the system will be provided in two types of specialized secondary education institutions: the academic lyceums for the top ten per cent of ninth form graduates, and the professional colleges for the majority. There are two ministries in charge of the management of the education system: the Ministry of Public Education and the Ministry of Higher Education and Secondary Specialized Education.

Under the new NPPT, the Ministry of Public Education is responsible for preschool, primary, secondary, special and out-of-school education, while the Ministry of Higher Education and Secondary Specialized Education is in charge of specialized secondary and tertiary education, including vocational and teacher training. The ministries have units for forecasting enrollments, teacher requirements and capital works, as well as specialist centres for the development of curricula and textbooks. To prepare and administer tests at the end of general and specialized secondary education, an autonomous test centre has been established. The test centre will administer tests and determine student qualifications for study at higher levels of education.

Education in Uzbekistan is financed by the state's budget. The higher education and specialized secondary education, and vocational education are financed by the national budget. Local authorities are also in charge of administration and financial management of primary and secondary schools. As for the vocational and technical schools, 107 out of the 442 schools are administered and financed by local authorities. Local authorities are also involved in financing special secondary education. About 70% of the financing for special secondary schools comes from local authorities, 20% from the Ministry of Higher Education, and the other 10% from contracts with industry, employment services, fee-paying courses and the sale of products.

A large share of the education budget goes to student subsidies. Students and parents do not contribute to the cost of education except for school supplies and food. All students who perform well at specialized and tertiary education will be given scholarships for the whole period of study.

Access to Education and School Enrolment

The Republic of Uzbekistan has substantially provided fundamental education for the people. Until 1998, people are obligated to undergo 9 years of compulsory education. Under the new National Programme for Personnel Training, compulsory education will increase to 12 years. The adult illiteracy rate is 2.8%. The gross primary school enrollment rate in 1990-94 was 79% for girls and 80% for boys. The gross enrollment rate for secondary schools was 92% for girls and 96% for boys. By the year 1995, there were about 10,000 pre-primary centres or schools, accommodating 1,340,000 children aged 3-6 years. The enrollment rate at this level is 35%, and currently the government is encouraging parents to run pre-school education for their children in form of home-based daycare centres. The State pays for the education of 44% of the preschool-aged children, whereas parents pay for the education of the remaining 56%.

At the general secondary education level (primary and secondary), there are over 9,000 schools, and more than half of them have to operate on two half-day shifts to accommodate about 5.2 million students. There are 435.6 thousand teachers in intermediate or general secondary education, of whom 73% possess a higher education degree while 22% of them have only secondary or vocational education. There are several types of intermediate schools: schools with only primary education (Forms I-IV), and schools with partial (Forms I-IX) and complete (Forms I-XI) secondary education. Each year about 450,000 students leave grade 9 or grade 11 to continue their studies at different institutions, namely about 215,000 and 250,000 respectively continue on to grade 10 and higher education, 66,000 in technical or special secondary education, 132,000 at vocational and technical schools, and about 120,000 either find jobs in the business and industrial sectors or are unemployed.

Over the period 1989-1995, the number of students declined, particularly at vocational and technical schools, special secondary schools and tertiary institutions. The major reason was that students did not see the importance of study at higher levels since it could not help them to find remunerative jobs. In vocational and technical schools, the number of students fell by 8 to 12% a year, with a sharp drop in those studying for industrial occupations, economics and transport (about -28% in each area) and an increase in health professionals (+26%). The overall number of students from 1989 to 1995 dropped by 39%. In 1996, there were 442 vocational and technical schools offering vocational education for 221,000 students, and 258 special secondary schools or colleges accommodating 197,000 students. About 60% of those who study in special secondary schools completed grade 9, and the other 40% completed grade 11. The Government provides grants for students to study at vocational and technical colleges; however, if they choose to study in a second or third vocational subject area, they have to pay their own tuition fees.

At the tertiary level, the number of students has also declined because of the attraction of the business sector and the emigration of the Slav population. In 1992, there

were 322,000 students; by 1995 the number had dropped to 230,100. Currently, there are about 164,000 students in 58 higher education institutions, including 16 universities. At the postgraduate level, there are 4,000 students pursuing advanced study and research. Considerable efforts have been deployed to develop training for jobs in the tertiary sector, as well as to provide the skills needed to make the country self-sufficient in energy and cereals. Tertiary institutions began to charge tuition fees and run short courses for fee-paying students.

Problems and Challenges

The development of the education system, however, has been slowed down because of a decrease in the amount of expenditure for education. The decline of educational expenditure from 24.4% in 1993 to 18% in 1995 is due to the financial constraints and austerity of the Government. This has led to a reduction in school building projects, the shortage of textbooks and teaching materials, and low salaries for teachers. Some teachers have left schools for more lucrative jobs.

Uzbekistan's education system is not geared towards the demands of a modern economy. Set up in the Soviet era, the system is poorly organized and unable to cope with rapid population growth, and the educational standards are now falling. Scientific and technical education is of a reasonable standard, but both students and teachers in the specialist schools and institutes that cater for these disciplines come mainly from the ethnic minorities, and many have since emigrated. Ethnic Uzbeks, by contrast, prefer the humanities, which have lower standards.

The management of education in Uzbekistan has faced considerable constraints. Prior to independence, when the country was under the umbrella of the USSR, there was no unemployment. After independence and the move towards a market economy, the issue of unemployment has emerged. The education system has not been able to respond to the demands of the modern economy effectively and has created drawbacks in several areas. Some of the problems being confronted are:

- 1) The education system is not in conformity with the ongoing reforms of the society and its requirements. The system does not produce the human resources with the skills needed for a market economy. The contents of the textbooks cannot be applied to the world of work and the modern economic system. Graduates of secondary and higher education still lack professional orientation and necessary skills.
- 2) The personnel in the educational sector cannot catch up with a changing society. Most teachers were poorly trained and have a low educational and professional level. They need to be retrained to broaden their vision and deepen the knowledge of their profession.

- 3) The education system does not encourage independent modes of thinking. The lack of democracy and the shortcomings of the educational process and methods of teaching obstruct free thinking and make students less confident in themselves. The teacher training process has to be reviewed urgently. Since the existing model of teaching does not encourage creative thinking and learners' participation in learning activities, teacher training institutes have to equip their students with new pedagogical approaches.
- 4) There is a lack of learning materials and equipment due to financial constraints. In the area of science, vocational and technical training, students must be trained with modern equipment. The existing equipment and materials are obsolete and need to be upgraded.
- 5) Teachers are poorly paid, and the prestige and social status of the teaching profession has dropped. Some teachers have left their posts for other remunerative jobs. Those who remain in the system are not motivated to devote their time and energy to the profession.
- 6) Teachers have not been adequately used in terms of the teacher supply and the number of students enrolled at each level. The number of teachers compared to the number of students is relatively high with a very low student-teacher ratio: pre-school: 14.1; intermediate or general secondary:11.5; vocational and technical:10.5; special secondary education:12.3; and higher education: 8.9. With such a low student-teacher ratio, the achievement and quality of graduates should logically be high. In actuality, students are still inadequately trained to encounter social and economic situations in the real world.

All these constraints have led to a concern over the quality of education and the qualification of school graduates. To improve the quality of education and make it more responsive to the demands of society and economic development, there is a need to reform the entire education system.

The Education Reform

Although the Government attempted to introduce a new system of education after independence, the Soviet ideological, bureaucratized system of education, however, still lingers on. The concern over the education system is that it cannot meet the requirements of the country's transition to a market economy and modern democratic state. The contents and the process of education have not been able to equip graduates with the technical and social skills essentially needed by the labour market. There is a need to expand several areas of studies in the curriculum that are more relevant to the current situation, including foreign languages.

During 1996 and 1997, the Government undertook a comprehensive review of the education sector and prepared a broad outline for reform that concentrated on restructuring the system and improving its quality and efficiency. In August 1997, the Parliament endorsed the reform package for implementation during the next few years.

The goals of the reform

The goal of the education reform is stated in President Karimov's speech at the ninth session of the Oliy Majlis of the Republic of Uzbekistan in February 1995 as he highlighted harmonious development as the basis for the progress of Uzbekistan. He emphasized that "the reform in the field of education is becoming the most urgent problem, the solution of which will determine our future." The essence of education reform in Uzbekistan is to preserve the present intellectual potential of the education system and to modify the country's goals in order to develop individuals who are capable to build and live in a democratic civil society and a free market economy. The goal of education reform is to educate a healthy generation, both physically and mentally, which can be achieved through humanistic, democratic methods of teaching and socialization, giving higher priority to human values, national and cultural traditions, and separation of educational institutions from the influence of political movements. That is, education reform aims to make a complete reversal of its ideological routines in order to promote a national education system for training highly qualified personnel up to the level of advanced democratic states and meeting the requirements of a high moral spirit. The State gives top priority to strengthening intellectual potential and increasing the educational and cultural level of the population.

The stages of the reform

The education reform will be implemented in three stages. The first stage (1997-2001) is to work out new national programmes, create a legal system, and develop personnel and technical material conditions to support the reform. At this stage, it is essential to train teaching personnel to meet the new requirements, to create standards in education and new educational programmes, and to lay down the foundation of the education system at each level. The second stage (2001-2005) is to expand the reform to full implementation nationwide. It is an ongoing stage proceeding according to the efficiency of the system and taking into account the labour market and socio-economic dimensions. The third stage (2005 and subsequent years) is to further refine the personnel training system on the basis of analysis and generalization from the accumulated experience and proceeding according to the ever-changing social and economic conditions.

The system and types of education

The system and types of education may be classified according to levels and forms of study such as: preschool education, general secondary education, specialized technical education, vocational training, higher education, professional improvement and

retraining of personnel, and extra-curricular education. Preschool education is meant to prepare children under 7 years of age for a systematic education. They may study in public or private institutions or at home. General secondary education has two phases: primary education (grades 1-4) and secondary education (grades 5-9). Primary education aims to provide students with basic literacy, knowledge and skills. Children are admitted to the first grade of school at the age of 6 or 7. Secondary education equips students with the foundation of knowledge, independent thinking and leadership skills. Students will also develop their professional orientation and choices for continuing their education.

Students have the right to choose the direction of their education in academic lycees or professional colleges to obtain secondary specialized or vocational education. The academic lycee is a 3-year special educational institution offering intensive intellectual development and professionally oriented education. The professional college is a 3-year vocational education institution offering in-depth development of professional competency and skills, preparing students to be specialists in the areas of their chosen professions. The graduates of these educational establishments receive diplomas from the State which grants the right to continue their education or to begin professional activity.

Higher education offers training for highly qualified specialists. It is based on the secondary specialized education or vocational training. It includes a bachelor's degree level which requires 4 years of study, and a master's degree level requiring at least two years after baccalaureate study. Postgraduate study at the doctoral level requires an additional 3 years of study. In addition, professional improvement and personnel training, as well as extra-curricular education, will be provided in the educational institutes or other networks of services for people to pursue the educational activities of their preference and further develop their professional skills.

The areas of the reform

The education reform will cover the overall aspects of the education system and management, particularly the personnel training system. The areas of education reform will include the following aspects.

- 1) Reform of the Structures of Educational Institutions. This will be done through creating new types of educational institutions, such as gymnasiums, business schools and colleges. These institutions will admit students from general schools and vocational colleges.
- 2) Reform of the Educational Process and Content. This includes personnel training and preparation of specialists in accordance with the principles of national sovereignty, intellectual potential and other human values. Progressive pedagogical methodologies, modern educational programmes, forms and methods of teaching will be introduced. The reform of the education content will be applied to all levels of education.

- 3) Formation of a Quality Monitoring System. There will be an organization called the "Education Reform Implementation Monitoring Unit" to supervise and monitor the overall activities and process of the reform. A system to evaluate the standards of educational institutions, control over the quality of education and the knowledge of students will be introduced.
- 4) Computerization of Education. This area requires the creation of appropriate software, training of personnel, and the development of schoolbooks and teaching aids. These activities will be applicable to students of grades 8-11 in the general schools, and at other levels of education.
- 5) Democratization and Humanization of Education. This process can be achieved through the implementation of family and external education, allowing students to choose subjects, differentiated education, restructuring of methodology, and expanding the rights of teachers and students. The process will be applied to all educational levels.

Other areas of the reform include: guarantee of continuing education, management of the education system, retraining and professional improvement, financing, information networking, the interaction of science with the education process, integration of industry and education, and international co-operation in the field of education and personnel training.

Directions Towards Reform

With a strong commitment to reform the education system, the Republic of Uzbekistan has undertaken several measures and activities. The new ABC books for students have been developed and 300 new educational institutions were created. Business schools teaching new specialties meeting market economy requirements, banking colleges and colleges for girls were established, including 46 lycees. About 800 students were sent to study abroad, and 2,000 students to be trained in the areas of business and economics abroad during the transition period. A new examination system has also been introduced. Several regional institutions have been promoted to university status, and 200 foreign specialists are coming to the Republic to assist in educational development. Other developments in the education system of Uzbekistan include those in the following areas.

- 1) New methods of teaching based on the national and worldwide pedagogical needs are being developed in order to modify the education system in the direction of greater effectiveness.
- 2) Currently, textbooks are under review, and new subjects will be added to the curricula. New types of schools specializing in foreign languages, economic issues and ecological problems are being established.

- 3) Teachers are being retrained so that they will be able to perform their tasks efficiently. Vocational and professional development will take place in accordance with the economic needs and with an emphasis on individual ability and talent.
- 4) Work is under way to raise the educational standards of the country and integrate Uzbekistan with the rest of the world.

Key Educational Statistics and Basic Data

Chart 1. Population According to Ethnic Group

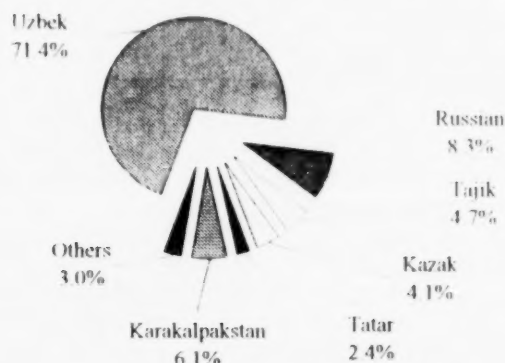


Chart 1 illustrates that there are several ethnic groups in Uzbekistan which can be broken down as follows: Uzbek: 71.4%, Russian: 8.3%, Tajik: 4.7%, Kazak: 4.1%, Karakalpakstan: 6.1%, and others: 3.0%. After independence, the number of Russian ethnics has decreased gradually.

Chart 2. Sectoral Share of Employment

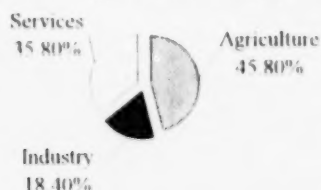


Chart 2 shows the proportion of people working in the agricultural, services and industrial sectors.

Chart 3. Share of Government Expenditure on Education

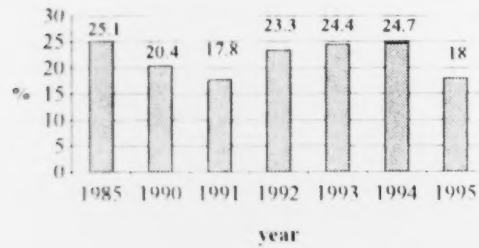


Chart 3 illustrates the expenditure on education as a share of the total government expenditure during 1985-1995. The share of education has decreased from 25.1% in 1985 to 18% in 1995.

Chart 4. Public Expenditure on Education (1995)

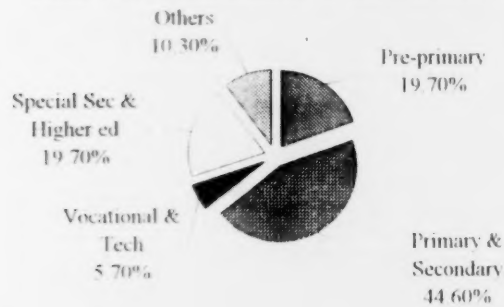


Chart 4 illustrates the proportion of education budget in each area of education. Pre-primary and general secondary education account for 64.3% and vocational and technical education share 5.7% of the total education budget.

Chart 5. Enrolment Rate at Each Level

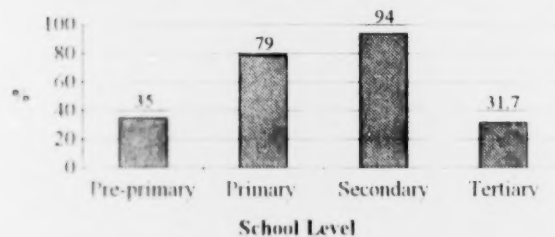


Chart 5 illustrates the enrolment from pre-primary to tertiary level in the academic year 1995.

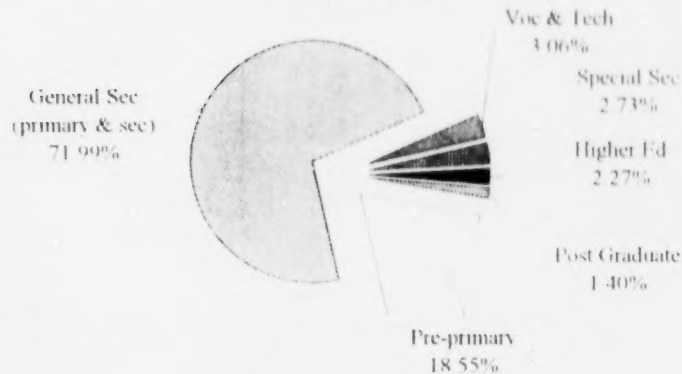
Chart 6. Proportion of Students at Each Level

Chart 6 shows the number of students at each level (presented in Table 1) is illustrated according to the proportion of each level in Chart 6. Nearly three-fourths of the students are in primary and secondary education, while the number of tertiary students accounts for less than 5 per cent.

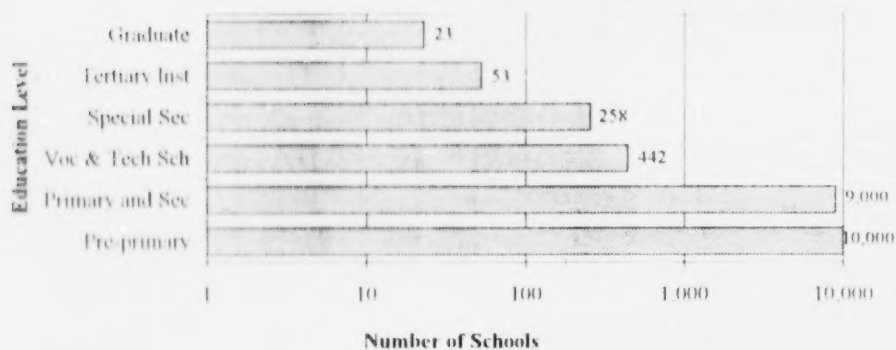
Chart 7. Number of Institutions at Each Educational Level

Chart 7 shows the number of schools/institutions at each level are: pre-primary: 10,000, primary: 9,000, voc & tech: 442, special secondary: 258, tertiary: 53 (23 of these offer graduate studies).

Chart 8. Number of Students at Each Level

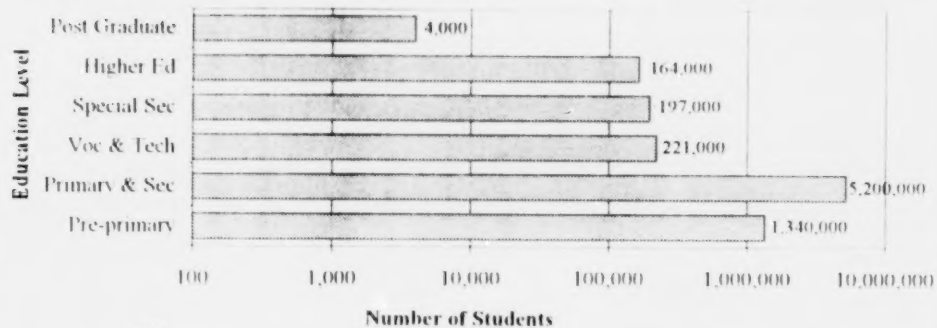


Chart 8 illustrates the number of students in vocational and technical, special education and tertiary education has declined. Chart 8 illustrates the number of students at each level.

Chart 9. Number of Schools, Teachers and Students at Each Level

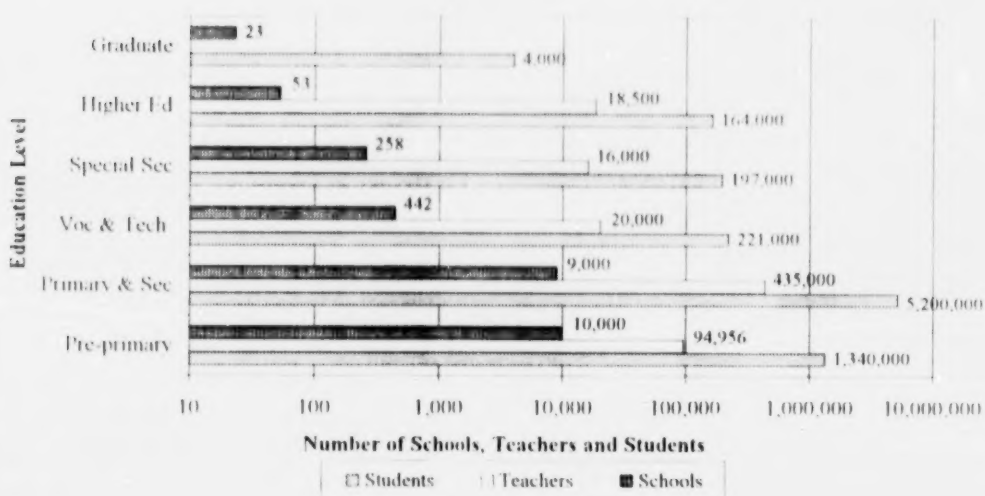


Chart 9 presents the number of schools, teachers and students at all levels.

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